



sustainable thriving achieving

East Dunbartonshire Council

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**EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE
HMIE FOLLOW THROUGH REPORT**

School name – Mosshead Primary School
Date of HMIE Inspection – November 2010
Date of Follow Through Report – December 2012
The purpose of the Follow Through Report

The purpose of the report is to inform parents, young people and the local community about the school's progress in taking forward the area(s) for improvement identified by Education Scotland (formally HMIE) in the inspection report, published in January 2011.

Background

Mosshead Primary serves the Mosshead and Burnbrae areas of Bearsden. In session 2012/13 the roll is 344 pupils.

Areas for Improvement

Continue to improve the curriculum, taking full account of *Curriculum for Excellence*.

Very good progress has been made in taking forward this recommendation.

The curriculum is being developed in line with Curriculum for Excellence (CfE). The teaching staff are familiar with the CfE design principles and in building the school curriculum, particular attention has been paid to ensuring cognisance was taken of the design principles of Curriculum for Excellence. Teaching staff are confident using experiences and outcomes to plan learning and teaching. A carefully planned skills based approach has ensured robust teaching and learning opportunities incorporating assessment. Active learning is a strong feature throughout the school. At all stages children are offered opportunities to take responsibility and leading roles in their learning. The school's planned interdisciplinary approach provides additional pathways through the curriculum for excellence levels. Specialist coaches work with staff to provide children with 2 hours of quality PE per week.

Literacy and numeracy permeates the curriculum through coherently planned innovative teaching and learning opportunities. Teachers provide relevant contexts for learning in writing and in mathematics which enable children to think more deeply about their learning. The pupils continue to develop excellent citizenship and enterprise skills through for example Eco sustainability projects, Fit Kids, Fair Trade and Pupil Pulse activities.

The school is committed to developing skills for learning, life and work within planned learning. This is supported by regular Masterclass sessions which challenge

children to apply skills in unfamiliar contexts. The Masterclass approach has been recognised as sector leading and since the inspection, is regularly being recommended to other establishments by Education Scotland personnel.

Learning Journeys, designed to incorporate the skills, attributes and capabilities of the four capacities, are embedded into classroom practice. Pupils set individual learning goals through discussion, which focus on personal achievements and the development of skills across the curriculum. Parents are provided with opportunities to work with their children on aspects of work within the Learning Journeys.

Teachers are allocated time to ensure opportunities for personal support are provided for all children. Children from primary 1 are encouraged to regularly review their learning and are confident in presenting and requesting identified pieces of evidence which are recorded in their Learning Journey. This evidence is used to inform their next targets. The teachers use a variety of assessment strategies; children confidently use peer and self assessment to develop their understanding of their learning. Pupils confidently use technology as a medium to present their work to others and to assist them in research. The planning of assessment techniques incorporating different approaches ensures children make very good progress in their learning.

Primary 7 pupils create informative profiles to assist with the transition to secondary school. The profile is greatly helped by the content of the Learning Journeys which has given them an understanding of their learning styles. The pupils are very adept at identifying their achievements both within and outwith the school and can talk confidently about their learning and their achievements.

Staff participate in regular professional dialogue through the forum of Teacher Learning Communities (TLC). Staff contribute to the school's overall strategy for the development of literacy, numeracy and health and wellbeing. This can be evidenced in video clips of staff participation filmed for the Journey to Excellence website. Professional dialogue occurs within school and also with colleagues from other educational establishments. Staff have also worked in partnership with universities and have presented at a national conference.

Staff are very well supported by senior staff to plan for progression through Curriculum for Excellence levels. Continuous Professional Learning activities within and outwith the school have given staff opportunities to provide flexible learning pathways through interdisciplinary activities and cooperative learning approaches. Reciprocal Teaching approaches have also been highly successful in meeting learners' needs.

Health and wellbeing is a main priority and careful planning has ensured its place in permeating the curriculum. Pupil participation in the Fit Kids committee keeps health and wellbeing high on the agenda for pupils.

Cluster working is important to the school with a significant focus on transition procedures and programmes from early level onwards. Staff work very closely together to share information at transition points. Curricular cluster working has been successful over the last three years, led by members of the teaching staff in the last two years. During this period these successful cluster activities have been nationally recognised. Report writing in Science and writing across CfE levels have developed an understanding of a coherent approach to planning and moderation from 3 to 18 in all the cluster schools.

Monitoring and tracking is a priority. Academic, behaviour and health and wellbeing monitoring procedures are in place to ensure a holistic approach to tracking children's progress. In addition to the standardised testing results being tracked across all stages, there are holistic assessment files, Learning Journeys, behaviour charts, tracking of skills within Masterclass activities and in aspects of Health and Wellbeing.

The Senior Management Team are clear how teachers differentiate class work to meet the differing needs of the children in their care through classroom observations, jotter monitoring, discussion and evidence sampling. Setting in mathematics gives an opportunity for children to be appropriately challenged in their learning. This also gives clear direction and support for pupils as regards their individual target discussions with teachers, their development and information about their progress.

There are clear structures established to enable parents to support their children's learning. Curricular workshops are planned and positively evaluated. Parents play a significant part in supporting their child's learning through the Learning Journey. Learning Festivals are hugely popular as they give parents a positive insight into learning and teaching in the school. Transition arrangements are clearly intimated and parental support in the meetings and workshops is significant.

Children have a wide range of opportunities to achieve in sporting, cultural, environmental, enterprising, charitable and other contexts. Commendably, children's achievements, including those achieved externally to the school, are tracked and celebrated in newsletters, assemblies and the school website. Teaching staff report to parents on how effectively challenge has been met by children on a regular basis. Parents are very positive about the reporting arrangements in place.

Capacity for improvement

Mosshead Primary School continues to provide an extremely high quality of education for all children. There is a rigorous programme of self evaluation; this provides direction to and underpins, the high quality education being delivered. The school's highly effective head teacher, very ably supported by the depute head teacher and the principal teacher, places the school in a very strong position to improve further. The school has developed a culture of leadership at all levels with various members of staff leading key areas. The school is very well placed to continue to deliver high quality learning experiences for all pupils.